DOCUMENT RESUME

ED 234 837 JC 830 435

AUTHOR Lucas, John A.
TITLE Student Characteristics as Compared to the Community Profile, 1982-1983. Volume XII, No.11.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 16 Sep 83
NOTE 34p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Credits; Community Colleges; Continuing Education; Enrollment Influences; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of fall 1982 students, compare student and community demographic data, and analyze the percentage of community sub-groups served by the college. A random sample of 498 degree credit students and 300 continuing education students were surveyed. Based on responses from 90% of the degree credit and 82% of the continuing education students, and on 1980 census data, the study findings revealed: (1) 3.2% of the district population was enrolled in degree credit programs and 2% in continuing education programs; (2) 7.5% of the degree credit students and 11% of the continuing education students were from minority backgrounds, while 6.3% of the district's population was non-White or Hispanic; (3) of the degree credit students, 47% were male, 35% had some prior college experience, and 8% held a bachelor's degree (BA); (4) of the continuing education students, 40% were male, 65% had some prior college experience, and 31% held a BA; (5) 56% of the degree credit students were employed full-time, and only 15% planned to continue working in the same field; (6) primary enrollment influences for degree credit students were ability to enroll in a specific program, friends and relatives, convenience, and low cost; and (7) for continuing education students, primary reasons for enrolling at WHRC were specific programs, the semester schedule, and convenience. Data tables detailing results and the questionnaire are appended. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Volume XII, No. 11
September 16, 1983

WILLIAM RAINEY HARPER COLLEGE

ED234837

STUDENT CHARACTERISITICS AS COMPARED TO THE COMMUNITY PROFILE 1982-1983

John A. Lucas, Director
Office of Planning and Research

Operational Research Staff:

Janice Cook, Secretarial
Linda Pones - Mailing, Tabulation and Telephone Surveying
Jean Schneider and Jean Ray - Surveying by Telephone

JC 830 435

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. A. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1982 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES, AND TO PRESENT SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.2% OF TOTAL STUDENT POPULATION) AND 300 CONTINUING EDUCATION STUDENTS (3.0% OF TOTAL CE POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 90 PERCENT FOR DEGREE CREDIT AND 82 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS: THE IMPACT OF THE WORSENING ECONOMY IS VERY EVIDENT IN MANY OF THE CHANGING CHARACTERISTICS OF STUDENTS IN THE FALL OF 1981 AND 1982. FOR EXAMPLE, THE HIGHEST PERCENTAGE OF DEGREE CREDIT STUDENTS IN HARPER'S HISTORY WERE LIVING WITH THEIR PARENTS, WERE SEARCHING FOR A NEW FIELD AT HARPER, AND WERE PLANNING TO TRANSFER TO ANOTHER COLLEGE AFTER LEAVING HARPER. THE LOWEST PERCENTAGE SINCE 1974 WERE EMPLOYED FULL TIME WHILE AT HARPER (ESPECIALLY LACKING WERE SEMI-SKILLED JOBS) AND WERE PLANNING TO CONTINUE ON THE SAME JOB AFTER LEAVING HARPER. THE ECONOMY AFFECTED GOALS ALSO AS FEWER WERE PLANNING TO LOOK FOR NEW JOBS AND MORE WERE PLANNING TO TRANSFER TO A FOUR-YEAR COLLEGE AFTER LEAVING HARPER. FOR THE FIRST TIME SINCE THE LAST RECESSION, LOW COST BECAME ONE OF THE MAJOR FACTORS IN DETERMINING WHY DEGREE CREDIT STUDENTS ATTEND HARPER. PERSONAL INCOME FOR DEGREE CREDIT STUDENTS WAS DOWN AND WAS UP VERY LITTLE FROM THE PREVIOUS YEAR FOR CONTINUING EDUCATION STUDENTS.

THE PRESENCE OF THE CAMPUS CONTINUES TO BE THE MAJOR FACTOR IN FIRST GETTING RESIDENTS' ATTENTION. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE, THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS, AND LOW COST. DIRECT MAILINGS TO RESIDENTS' HOMES CONTINUE TO BE MUCH MORE IMPORTANT FOR ATTRACTING CONTINUING EDUCATION STUDENTS THAN DEGREE CREDIT STUDENTS. CONVENIENCE IS NO LONGER THE DOMINATING FACTOR IT ONCE WAS ALTHOUGH IT IS STILL AN IMPORTANT FACTOR IN ATTRACTING STUDENTS.

TABLE OF CONTENTS

I. Purpose 1

II. Population Surveyed 1

III. Method Used 1

IV. Discussion of Results 2-3

V. Major Conclusions 4

VI. Bibliography. 5

VII. Detailed Results

A. Comparison of Respondents with Sample and Population. 6

B. Geographic location of degree credit students 7

C. Geographic location of continuing education students. 8

D. Degree to which various segments of district population enrolled at Harper in degree credit programs. 9

E. Degree to which various segments of district population enrolled at Harper in continuing education programs 10

F. Class Load. 11

G. When students are enrolled. 11

H. Where students are enrolled 11

I. Male/Female Trends 11

J. Marital Status of Students. 11

K. Age of Students 12

L. Children of Students. 12

M. Present Full Time Occupation. 12

N. Financial independence from parents 13

O. Income of students who are independent of parents 13

P. Income of parents of dependent students 13

Q. Language used most at home. 14

R. Primary ethnic background 14

S. Length of time planned to stay at Harper as a student 14

T. Plans for a major field 15

U. Highest degree planned. 15

V. Highest educational level attained prior to attending Harper. . 15

W. How student first heard about Harper. 16

X. What or who most convinced student to attend Harper 17

Y. Sources from which greatest help was received in obtaining needed information at Harper. 18

Z. What students plan to do when they leave Harper 18

AA. Principle purpose in enrolling at Harper. 19

BB. Means of transportation to Harper 19

CC. Preference for public transportation or car pool. 19

VIII. Appendix --- Student Characteristics Questionnaire. 20

Purpose

The purpose of this study was to provide a fall 1982 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including actual 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

Population Surveyed

Among the degree credit students, a random sample of 498 students was chosen representing 3.2 percent of the total of 15,510 degree credit students enrolled in the fall of 1982. Similarly, a random sample of 300 continuing education students was selected which represents 3.0 percent of this C.E. population of 10,013 students. Responses were received from 464 of the 498 degree credit students for a return rate of 90 percent. Likewise, 245 of the 300 continuing education students answered the survey for an 82 percent response rate.

	Degree Credit Students		Continuing Education Students	
	Number	Response Percent	Number	Response Percent
Mail Responses	300	60.3	154	51.4
Telephone Responses	147	29.5	91	30.3
Total Responses	447	89.8	245	81.7
Refused to Answer	6	1.2	11	3.6
Non-Forwardable	10	2.0	11	3.7
Could not reach by phone	35	7.0	33	11.0
Total Non-responses	51	10.2	55	18.3
Total Sample	498	100.0	300	100.0

The high return rate helps insure that the respondents will be fairly representative of the entire student population. It does appear that female full-time younger students were a little over-represented in the sample of degree credit students, while males were under-represented in the sample of continuing education students.

Method Used

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in the subsequent surveys. This year's instrument is the same as the 1981 survey. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a reminder postcard. After another three weeks, some of the information was gathered over the telephone from those

who still had not responded. Some information was gathered from Harper's student data system and still other data was obtained from the actual 1980 census data for the Harper District.

Discussion of Results

In examining the demographic patterns among students, it appears that in the fall of 1982 the proportion of males remained constant below the 50 percent mark. Among degree credit students, 47 percent are male which is the same as it has been since 1975. Prior to 1975 males exceeded females. Among continuing education students, about 40 percent are males. Considering educational backgrounds students bring to Harper, about 35 percent of the degree credit students have had some college and 8 percent already have a Bachelor's degree. Among continuing education students, 65 percent have had some college while 31 percent have a Bachelor's degree. Interestingly, this is higher than the general population of the district where 26 percent have a Bachelor's degree.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residences. Overall, 3.2 percent of the district population was enrolled in degree credit programs at Harper during the fall of 1982 and this percentage has been increasing each year. Schaumburg Township had the highest enrollment rate with 3.7 percent enrolled, while Palatine Township was second at 3.5 percent. The other three areas, Wheeling Township, Elk Grove and the Barrington High School District each had about 2.8 percent of its population enrolled at Harper.

In regard to continuing education offerings, Harper enrolled about 2 percent of the district population. The Barrington High School district provided the highest percentage of its population attending Harper at about 2.8 percent. Palatine and Schaumburg Townships had about 2.1 percent attending while Wheeling and Elk Grove Townships had only about 1.7 percent of their population attending continuing education programs at Harper.

Looking at ethnic backgrounds of Harper students, about 7½ percent of the degree credit and 11 percent of the continuing education students are from minority backgrounds. The 1980 census revealed that about 6.3 percent of Harper District's population is non-white or Hispanic.

A number of student characteristics reflected the continuing bad economy in the fall of 1982. Among degree credit students the last two years, only 56-57 percent were employed full time and these are the lowest figures since the Student Characteristics Study began in 1974. Moreover, only 8-10 percent were employed in semi-skilled jobs (an especially hard hit area) and this is the lowest percentage since 1974. Still another employment factor emerged in the last two years. Only 15 percent of the degree credit students and 40 percent of the continuing education students plan to continue working on the same job after leaving Harper and both of these are record lows. Another sign of the times is that 57½ percent of the degree credit students in the last two years are living at home and this too is an all time high. A final economic indicator showed that between 1981 and 1982 average income among degree credit students who are independent of their parents dropped 1 percent while average income among continuing education students increased only 4½ percent. The bad economic environment operating in 1981 and 1982 also affected student goals. For example, in the last two years, between 13 and 18 percent of the degree credit students

were searching for a new field and these figures were the highest since the Student Characteristics Study has been conducted. In anticipation that fewer jobs would be available, only 17 percent of the 1982 degree credit students were planning to get a new job after leaving Harper (a new all time low), and as a consequence a high percentage (37 to 39 percent -- all time highs) were planning to transfer to four-year institutions instead.

The primary means by which degree credit students first hear about Harper continues to be the physical presence of the campus (28.1%) and friends and relatives (24.2%). The percentage hearing about Harper for the first time through the semester schedule received in the mail is down now to only 5.8 percent. This is probably good that prospective students have already heard about Harper when they receive the schedule. Another good sign is that 10.6 percent now hear about Harper for the first time through their high school counselor and this is an all time high. Among continuing education students, the primary means by which they first learn of Harper continues to be the physical presence of the campus (23.1%), friends and relatives (21.6%) and the semester schedule received in the mail (21.3%).

When asked what most convinced them to attend Harper, degree credit students gave as the principal factors; could enroll in specific program (18.7%), friends and relatives (18.1%), convenience (17.8%), and low cost (15.4%). There are several trends taking place over the years as convenience is no longer the dominating factor it once was, although it is still a major factor. Up until 1981, convenience was the number one reason (cited by 25-33% of the degree credit students) for attending Harper. On the other hand, low cost has risen to be a major factor and the percentage giving this reason is the highest since 1974, the last recession year. Among continuing education students, the major reasons which convinced them to attend Harper were availability of specific programs (31.7%), semester schedule received in mail (18.6%), convenience (12.6%) and friends and relatives (10.1%). Low cost is not a major factor with continuing education students and was cited by only 5 percent. As was the case among degree credit students, convenience is no longer the dominating factor it once was in convincing students to attend Harper. It is not clear why the importance of convenience has diminished. It may be that people in the suburbs are becoming more accustomed to traveling further for services.

The greatest sources of information about Harper for degree credit students are first, the College catalog (38.1%), second, the College semester schedule (32.0%), third, College counselors (25.6%) and fourth, brochures and letters received in the mail (24.0%). The first three items were all-time highs indicating students are getting their information from a wider source than was formerly true. Among continuing education students the two greatest sources of information about Harper were brochures and letters received in the mail (25.4%), and the College catalog (20.3%). Again the percent using the catalog was an all-time high. Only 2½ percent of both student groups said they didn't receive enough information.

Only 6 percent of the degree credit students and 8 percent of the continuing education students do not drive a car themselves to the campus. Among degree credit students, 2½ percent carpool (a record high), 2 percent ride with someone else and 1 percent take the bus. Almost all the 8 percent of the continuing

education students who do not drive a car alone to the campus ride with someone else or carpool. Interest in bus service seems to be waning each year as it seems more improbable that bus service will meet the needs of the students. Only 15½ percent of the degree credit students indicated an interest in bus service as contrasted to 25 percent in 1980. Likewise, less than 10 percent of this year's continuing education students were interested in bus transportation as compared to 19 percent in 1979. Interest in carpooling is also low as only 11.5 percent of the degree credit students and 6.8 percent of the continuing education students are interested.

Major Conclusions

The impact of the worsening economy is very evident in many of the changing characteristics of students in the fall of 1981 and 1982. For example, the highest percentage of degree credit students in Harper's history were living with their parents, were searching for a new field at Harper, and were planning to transfer to another college after leaving Harper. The lowest percentage since 1974 were employed full time while at Harper (especially lacking were semi-skilled jobs) and were planning to continue on the same job after leaving Harper. The economy affected goals also as fewer were planning to look for new jobs and more were planning to transfer to a four-year college after leaving Harper. For the first time since the last recession, low cost became one of the major factors in determining why degree credit students attend Harper. Personal income for degree credit students was down and was up very little from the previous year for continuing education students.

The presence of the campus continues to be the major factor in first getting residents' attention. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience, the availability of specific programs and offerings, and low cost. Direct mailings to residents' homes continue to be much more important for attracting continuing education students than degree credit students. Convenience, while still an important factor in attracting students, is no longer the dominating factor it once was.

Bibliography

1- Geasily, Charles E. College Proximity Effects in Florida: Research Evidence. Community/Junior College Research Quarterly 5:129-140, 1981.

2- Freshman Characteristics and Attitudes, The Chronicle of Higher Education, February 17, 1982, P. 11.

3- Lucas, John A. Survey of High School Seniors and Their Parents in Harper's District, Research Report Series, Office of Planning and Research, William Rainey Harper College, Palatine, Illinois, Volume XI, No. 1, August 29, 1980.

4- Update: Student Educational Intent, Fall, 1981-82, The Sampler, Office of Research, Tarrant County Junior College, Texas, Volume 13, No. 4, February, 1982.

DETAILED RESULTS

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

	Degree Credit									Continuing Education								
	Respondents			Total Sample			Total Student Population			Respondents			Total Sample			Total Student Population		
	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
Male	40.0	47.8	42.5	41.4	48.0	44.2	44.2	47.6	47.1	37.1	28.5	36.4	36.3	28.7	33.8	36.8	42.7	40.5
Female	60.0	52.2	57.5	58.6	52.0	55.8	55.8	52.4	52.9	62.9	71.5	63.6	63.7	71.3	66.2	63.2	57.3	59.5
Under 21	36.0	44.0	41.7	35.4	42.7	42.0	41.3	38.9	38.4	5.8	7.4	6.6	5.5	6.9	7.0			
21 and Over	64.0	56.0	58.3	64.6	57.3	58.0	58.7	61.1	61.6	94.2	92.6	93.4	94.5	93.1	93.0			
Full Time	35.0	39.2	40.7	33.3	38.8	38.9	32.3	31.2	32.1	5.0	4.9	3.0	4.1	4.0	2.4			
Part Time	65.0	60.8	59.3	66.7	61.2	61.1	67.7	68.8	67.9	95.0	95.1	97.0	95.9	96.0	97.6			
Day	43.6	48.1	43.4	43.1	48.2	42.4	66.0*	65.7*	65.6*	23.3	22.4	13.6	22.3	22.0	17.1	38.0*	39.5*	39.0*
Evening	38.9	40.1	40.0	39.5	39.4	40.2	34.0*	34.3*	34.4*	69.0	65.8	75.9	69.0	66.3	72.6	62.0*	60.5*	61.0*
Combined	15.9	9.7	15.7	16.0	10.4	16.6				2.7	7.7	4.6	3.6	7.7	5.8			
Weekend	1.6	2.1	.9	1.4	2.0	.8				5.0	4.1	5.9	5.1	4.0	4.5			

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

	Degree Credit Students					
	1978	1980	1981	1982		
Location	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Harper Students	Population	Percent of population enrolled at Harper
Schaumburg Township	2.53	3.38	3.64	3,875	105,369	3.68
Palatine Township	2.91	3.01	2.89	3,022	85,469	3.54
Wheeling Township	2.45	2.69	2.90	3,826	131,677	2.91
Elk Grove Village Township	2.49	2.95	3.03	2,522	89,593	2.81
Barrington Unit School Dist.	3.02	2.72	2.87	845	31,266	2.71
Total District	2.60	2.97	3.10	14,090	443.374	3.18
Number out-of-district	1,267	1,060	1,303	1,420		
Percent out-of-district	10.4	7.6	8.7	9.2		
Villages						
Palatine	4.96	6.13	6.34	2,195	32,791	6.69
Hoffman Estates	3.14	3.58	3.45	1,426	39,398	3.62
Schaumburg	2.46	3.45	3.47	1,947	53,950	3.61
Des Plaines*	--	--	3.65	426	12,095	3.52
Rolling Meadows	2.99	3.22	3.23	699	20,531	3.40
Elk Grove Village	2.87	2.95	3.06	983	29,455	3.34
Hanover Park*	--	--	3.35	338	10,438	3.24
Arlington Heights	2.83	2.88	3.13	2,145	68,140	3.15
Buffalo Grove*	2.21	3.03	2.92	417	13,377	3.12
Mount Prospect	2.43	2.85	2.96	1,626	52,455	3.10
Wheeling	2.42	2.78	2.78	690	23,583	2.93
Prospect Heights	1.46	1.61	2.78	321	11,937	2.69

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS

Location	1978 Percent of population enrolled at Harper	1980 Percent of population enrolled at Harper	1981 Percent of population enrolled at Harper	Continuing Education 1982 Harper Students	1982 Population	1982 Percent of population enrolled at Harper
Barrington Unit School District	2.82	3.04	2.19	817	31,266	2.79
Palatine Township	1.90	1.69	2.22	1,846	85,469	2.16
Schaumburg Township	1.43	1.71	2.02	2,130	105,369	2.02
Wheeling Township	1.24	1.11	1.69	2,312	131,677	1.76
Elk Grove Village Township	1.25	1.43	1.77	1,466	89,593	1.64
Total District	1.50	1.56	1.92	8,625	443,374	1.95
Number of out-of-district	829	1,114	1,227	1,388		
Percent out-of-district	10.2	13.1	12.7	13.9		
Villages						
Palatine	3.25	3.54	4.31	1,492	32,791	4.55
Prospect Heights	.18	1.13	1.30	405	11,937	3.39
Schaumburg	1.58	1.88	2.19	1,207	53,950	2.24
Hoffman Estates	1.78	1.68	2.33	819	39,398	2.08
Elk Grove Village	1.44	1.42	1.81	604	29,455	2.05
Rolling Meadows	1.99	1.79	2.68	397	20,531	1.93
Mount Prospect	1.09	1.18	1.83	923	52,455	1.76
Wheeling	1.23	.97	1.69	405	23,583	1.72
Buffalo Grove*	1.27	1.13	1.60	216	13,377	1.61
Arlington Heights	1.45	1.33	1.79	1,026	68,140	1.51
Hanover Park*	--	--	.98	129	10,438	1.24
Des Plaines*	--	--	1.01	78	12,095	.64

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	Fall Enrollment			Population*			Percent Enrolled		
	1980	1981	1982	1980	1981	1982	1980	1981	1982
17 or below	28	54	33	4,711	4,630	4,340	.70	1.36	.76
18	754	1,111	929	3,622	3,627	3,564	18.16	27.62	26.07
19	922	1,084	1,361	3,020	3,294	3,298	22.05	26.11	41.27
20-21	978	1,463	1,427	6,838	6,792	7,078	11.86	17.47	20.2
22-25	1,146	1,029	1,560	16,413	16,899	17,374	8.58	8.29	8.98
26-35	1,202	1,002	1,427	39,258	40,421	41,558	2.42	1.88	3.43
36-45	419	515	265	30,575	31,480	32,366	1.29	1.46	.82
46 and over	224	244	299	48,287	49,717	51,115	.51	.56	.59
	5,673	6,502	7,301	152,724	156,860	160,693	3.55	3.95	4.54
Average Age	25.4	24.7	24.4						

Degree Credit Enrollment - Females

17 or below	74	220	59	4,416	4,215	4,413	1.84	5.52	1.34
18	492	798	1,026	3,454	3,399	3,245	11.85	19.83	31.62
19	1,009	991	1,437	3,433	3,141	3,092	24.13	23.87	46.48
20-21	1,501	1,129	1,290	8,711	7,174	7,104	18.20	13.48	18.16
22-25	984	1,018	1,114	17,144	17,652	18,148	7.36	8.20	6.14
26-35	1,796	1,542	1,964	40,710	41,916	43,095	3.62	2.89	4.56
36-45	985	1,184	909	31,110	32,031	32,932	3.03	3.36	2.76
46 and over	320	275	410	52,929	54,497	56,029	.73	.64	.73
	7,161	7,157	8,209	159,907	164,025	168,058	4.48	4.34	4.88
Average Age	27.2	27.1	26.4						

*Population by age is taken from 1980 census and later years are by NIPC projections.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Continuing Eduation Enrollment - Male

	Fall Enrollment			Population*			Percent Enrolled		
	1980	1981	1982	1980	1981	1982	1980	1981	1982
19 and below	77	137	171	11,353	11,551	11,202	.62	1.13	1.53
20-21	78	183	43	6,838	6,792	7,078	.95	2.19	.61
22-25	464	366	597	16,413	16,899	17,374	3.47	2.95	3.44
26-35	902	1,328	1,793	39,258	40,421	41,558	1.82	2.49	4.31
36-45	489	733	725	30,575	31,480	32,366	1.50	2.08	2.24
46 and over	619	778	726	48,287	49,717	51,115	1.42	1.80	1.42
	2,629	3,525	4,055	152,724	156,860	160,693	1.65	2.14	2.52
Average Age	36.2	36.8	34.7						

Continuing Education Enrollment - Female

19 and below	266	192	344	11,303	10,755	10,750	2.15	1.58	3.20
20-21	133	240	138	6,711	7,174	7,104	1.61	2.87	1.94
22-25	611	624	827	17,144	17,652	18,148	4.57	5.03	4.56
26-35	1,460	1,577	2,101	40,710	41,916	43,095	2.94	2.88	4.88
36-45	1,169	1,033	1,515	31,110	32,031	32,932	3.60	2.94	4.60
46 and over	876	1,105	1,033	52,929	54,497	56,029	2.01	2.56	1.84
	4,515	4,731	5,958	159,907	164,025	168,058	2.83	2.87	3.55
Average Age	35.8	37.0	35.4						

*Population by age is taken from 1980 census and later years are from NIPC projections.

Class Load	Degree Credit 1980 %	Degree Credit 1981 %	Degree Credit 1982 %	Continuing Education 1980 %	Continuing Education 1981 %	Continuing Education 1982 %
Full Time	35.0	39.2	38.9	5.0	4.9	3.0
Part Time	65.0	60.8	61.1	95.0	95.1	97.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	443	464	496	240	246	203
When Students are Enrolled						
Day Only	43.6	48.1	42.4	23.3	22.4	13.6
Evening Only	38.9	40.1	40.2	69.0	65.8	75.9
Weekends Only	1.6	2.1	.8	5.0	4.1	5.9
Mixture of Times	15.9	9.7	16.6	2.7	7.7	4.6
Portion of Class Hours in Day	58.7	64.9	53.1	45.0	51.7	23.5
Portion of Class Hours in Evening	37.1	31.3	45.7	40.0	40.8	56.3
Portion of Class Hours on Weekend	4.2	3.8	1.2	15.0	7.5	20.2
Number Responding	434	464	493	219	246	220
Where Students are Enrolled						
Main Campus	99.3	95.9	93.2	88.6	85.2	79.2
Barrington High School	0	0	.2	6.3	6.2	8.1
Schaumburg High School	0	1.0	2.2	.9	1.6	0
Willow Park	0	0	0	0	0	0
Hawthorne	.3	2.6	0	.9	3.0	0
Northeast Center	0	0	3.6	0	0	7.7
Other Locations	.4	.5	.8	3.3	4.0	5.0
Enrolled at Main Campus Only	98.6	94.7	90.1	87.5	84.1	78.2
Enrolled at One Location Only Other than Main Campus	.2	3.3	5.3	10.2	12.7	20.0
Enrolled at More Than One Location	1.2	2.0	4.6	2.3	3.2	1.8
Number Responding	431	452	436	215	221	220

Demographic Factors of Students

Sex						
Male	40.0	47.8	42.5	37.1	28.5	36.4
Female	60.0	52.2	57.5	62.9	71.5	63.6
Number Responding	443	46[illegible]	447	240	246	242
Marital Status						
Single	60.6	64.2	66.6	26.3	23.4	28.6
Married	33.2	32.5	26.4	61.0	65.4	60.2
Divorced or Separated	6.2	3.3	6.3	9.7	5.8	9.1
Widow or Widower	0	0	.7	3.0	5.4	2.1
Number Responding	437	458	444	236	240	241

	Degree Credit				Continuing Education			
Age	1979	1980	1981	1982	1979	1980	1981	1982
Below 16	0	0	0	0	0	0	0	1.2
16	0	0	.2	.8	0	.4	0	.4
17	.6	.9	1.9	12.6	.7	.8	.4	.4
18	12.8	10.2	14.9	17.6	1.9	1.7	1.6	.8
19	14.0	15.6	15.1	11.0	2.0	2.1	2.5	2.5
20	9.1	9.3	11.9	6.4	2.6	.8	2.9	1.2
21	9.0	9.8	6.5	17.2	.6	1.3	2.0	.8
22-25	14.7	14.7	14.3	12.0	16.2	15.0	10.7	13.1
26-30	14.0	12.3	10.6	10.0	22.7	17.1	13.1	18.9
31-35	7.8	11.3	8.0	5.4	11.7	15.4	20.5	19.7
36-45	11.8	11.3	12.5	2.6	26.6	24.2	21.3	23.0
46-55	4.1	3.9	3.7	3.0	11.7	13.7	12.3	12.7
56-65	1.2	.2	.2	1.2	2.6	5.8	8.2	2.9
Over 65	.3	.5	.2	.2	.7	1.7	4.5	2.4
Number responding	321	441	463	500	154	240	244	244
Average Age	26.6	26.4	25.7	25.5	34.2	36.1	37.7	35.3
Percent under 21 years of age	36.5	36.0	44.0	42.0	7.2	5.8	7.4	6.6
Children of Students								
Have No Children	71.7	71.6	69.7	78.0	50.0	38.2	41.2	45.8
Have Preschoolers at Home	10.3	7.3	8.2	8.3	13.6	16.0	10.9	12.1
Have School Age Children at Home	16.5	18.4	16.6	13.5	31.8	31.1	29.8	29.6
Have Post High School Youth at Home	6.2	4.8	4.6	4.3	7.8	14.3	13.0	12.9
Have Children Who Have Left Home	5.3	6.6	4.0	4.5	14.9	15.5	22.7	17.5
Number responding	321	440	475	445	154	238	238	240
Present Full Time Occupation								
Students not Employed Full Time	23.5	29.3	36.2	33.9	3.3	3.8	4.9	3.3
Semi-professional, Technical	23.2	13.5	22.6	22.0	24.8	25.5	17.6	29.9
Semi-skilled	15.1	10.7	8.1	10.1	6.5	10.4	13.5	5.8
Homemaker and Student	9.7	9.6	8.0	8.6	24.8	15.1	21.7	13.7
Managerial or Executive	4.4	6.2	5.5	5.2	9.8	9.6	9.0	10.8
Unskilled	4.7	2.7	5.2	5.0	2.0	1.7	1.6	1.7
Sales Professional	3.4	3.9	4.1	2.1	5.2	8.8	8.6	7.5
Professional	6.3	7.0	3.7	3.8	15.7	15.1	14.0	14.1
Supervisor or Public Official	3.1	3.4	3.1	3.4	3.3	6.7	3.3	5.4
Skilled Trade	5.7	2.7	2.9	4.8	3.9	2.1	2.9	4.5
Small Business Owner	.9	1.0	.6	1.1	.7	1.2	2.9	3.3
Number responding	319	442	459	442	153	239	244	241

Financial Independence from Parents	Degree Credit 1980	1981	1982	Continuing Education 1980	1981	1982
Not Independent - Live with parents	30.4	33.8	38.1	3.7	4.2	7.1
Independent - But live with parents	21.6	23.9	19.3	7.4	12.1	6.2
Independent - live away from parents	48.0	42.3	42.6	88.9	83.7	86.7
Number Responding	421	444	436	217	215	225
Income of Students who are Independent of Parents	**Pct.**	**Pct.**	**Pct.**	**Pct.**	**Pct.**	**Pct.**
Less than $5,000	16.2	6.5	9.7	2.2	1.9	2.7
$ 5,000 to $ 6,999	3.7	6.5	4.7	.5	3.8	.6
$ 7,000 to $ 8,999	1.8	4.5	1.9	1.7	2.3	0
$ 9,000 to $ 9,999	1.1	5.8	1.9	3.3	1.4	.6
$10,000 to $11,999	6.6	7.2	10.5	3.3	3.8	2.2
$12,000 to $14,999	10.7	10.0	10.1	7.7	9.9	8.3
$15,000 to $19,999	14.8	10.6	14.3	18.0	15.6	20.4
$20,000 to $24,999	14.0	13.1	10.1	21.3	13.7	14.4
$25,000 to $29,999	7.8	7.2	9.3	10.4	9.4	12.1
$30,000 to $34,999	10.0	9.3	8.5	9.8	10.4	6.6
$35,000 to $39,999	4.4	5.8	7.4	6.6	5.7	10.5
$40,000 to $49,999	6.6	6.2	6.2	4.4	10.8	10.5
$50,000 to $59,999	1.5	5.2	3.1	3.8	5.7	5.0
$60,000 to $69,999	.4	1.4	.4	1.6	.9	1.7
$70,000 and over	.4	.7	1.9	4.4	4.7	4.4
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	271	291	258	183	212	181
Median Income	$18,313	$19,516	$18,987	$22,885	$24,224	$25,455
Mean Income	$20,221	$22,703	$22,490	$26,899	$28,389	$29,624
Percent over $25,000	31.1%	35.8%	36.8%	41.0%	47.6%	50.8%
Income of Parents of Dependent Students						
Less than $5,000	3.0	2.1	0			
$ 5,000 to $ 8,999	0	2.1	1.3			
$ 9,000 to $12,999	4.5	1.1	1.3			
$13,000 to $16,999	1.5	4.3	1.3			
$17,000 to $20,999	10.4	5.3	5.1			
$21,000 to $24,999	22.4	6.4	11.5			
$25,000 to $29,999	20.9	13.8	21.8			
$30,000 to $34,999	16.4	18.1	19.2			
$35,000 to $39,999	7.5	11.7	14.1			
$40,000 to $49,999	7.4	25.5	6.4			
$50,000 to $59,999	1.5	7.5	9.0			
$60,000 to $69,000	0	2.1	3.9			
$70,000 and Over	4.5	0	5.1			
	100.0	100.0	100.0			
Number Responding	67	94	78			
Median Income	$26,964	$34,265	$32,200			
Mean Income	$28,993	$34,495	$33,750			
Percent over $25,000	58.2%	78.7%	79.5%			

Community Date 1979 ----- Median Family Income ---- $30,900

Percent of families over $25,000 ---- 67.5%

Language used most at home	Degree Credit 1980	1981	1982	Continuing Education 1980	1981	1982
English	96.4	98.6	98.2	89.8	95.5	91.7
Spanish	.7	.8	0	1.5	3.3	1.7
Italian	.5	0	.2	.9	0	0
Hindu or Urdo	.5	0	.2	1.7	0	.4
Greek	.5	.2	0	0	.8	.4
Polish	.2	0	.7	.2	0	.8
German	.2	.2	.5	.4	0	.2
Korean	.2	0	0	.4	0	.6
Sioux or Cherokee	.2	0	0	0	0	0
Irish	.2	0	0	0	0	0
Vietnamese, Cambodian, Thai, Laotian	.4	0	0	0	0	.4
Philipino	0	.2	0	.2	0	0
Turkish	0	0	0	.2	0	0
Hungarian	0	0	0	.4	0	0
French	0	0	0	.6	0	0
Japanese	0	0	0	.8	.4	3.0
Chinese	0	0	.2	.4	0	.8
Persian	0	0	0	.4	0	0
Swedish or Norwegian	0	0	0	.8	0	0
Estonian, Latvian, Lithuanian	0	0	0	0	0	0
Primary Ethnic Background						
White Caucasian	96.0	96.9	92.6	89.7	96.6	88.9
Latino, Mexican American	1.6	1.5	1.6	3.0	2.6	2.6
Asian American	1.6	.7	1.2	7.3	.4	6.0
Black American	.5	.7	.2	0	0	0
Native American	.3	0	4.2	0	0	2.5
Foreign Students "F" or "J" visa	0	.2	0	0	.4	0
Arab, Middle East	0	0	.2	0	0	0
Number Responding	427	447	433	233	234	235
Length of Time Planned to Stay at Harper as Student	Pct. 1980	Pct. 1981	Pct. 1982	Pct. 1980	Pct. 1981	Pct. 1982
More than three years	14.3	13.6	13.5	9.7	13.0	14.2
Three years	9.6	10.5	12.3	3.9	5.5	6.7
Two years	32.7	38.5	36.3	14.6	13.5	16.1
One year	23.0	23.1	18.7	17.0	13.5	10.4
Just this semester	20.4	14.3	19.2	54.8	54.5	52.6
Average Number Semesters	3.7	3.9	3.8	2.5	2.7	2.9
Number responding	426	428	422	206	200	211

Plans for a Major Field	Degree Credit				Continuing Education			
	1979	1980	1981	1982	1979	1980	1981	1982
Have had no major field change since attending Harper	57.9	54.0	49.0	55.6	17.9	20.5	32.6	20.0
Have changed major fields or plan to change major field	14.3	18.6	17.4	16.8	4.9	3.8	7.5	6.5
Do not need major field of study	9.5	11.0	11.5	12.0	53.7	58.1	38.9	57.7
Transfer students entering a new field	1.9	1.1	1.1	0	.7	.5	.9	0
Bachelor's degree student entering a new field	4.1	5.5	3.3	2.7	10.5	9.0	7.2	7.9
Searching for a field	12.3	9.8	17.7	12.9	12.3	8.1	12.9	7.9
Number Responding	316	426	451	435	134	210	221	215
Highest Degree Planned								
No degree	19.2	17.8	21.8	18.4	64.8	65.1	57.4	64.0
Associate degree	29.5	29.9	27.5	36.6	12.7	9.6	14.4	13.3
Bachelor's degree	35.9	34.8	35.2	32.0	10.6	14.4	16.1	12.9
Master's degree	12.8	14.2	14.0	10.0	10.5	8.3	9.9	7.6
Ph.D, Ed.D, L.L.D. or M.D.	2.6	3.3	2.2	3.0	1.4	2.6	2.2	2.2
Number Responding	312	428	451	429	142	229	223	275
Highest Educational Level Attained Prior to Attending Harper								
Some high school	0	0	1.1	.7	.6	4.2	6.3	5.1
High School graduate	62.7	58.3	65.4	62.4	24.8	27.4	29.7	28.4
GED equivalency diploma	.9	1.1	1.3	2.0	2.0	1.7	3.3	1.3
Technical or Business School Graduate	3.4	2.7	2.2	2.9	3.9	1.3	4.2	4.7
Some college	21.2	22.3	17.0	19.6	26.8	21.1	20.9	23.3
Associate degree	2.8	2.1	1.1	2.0	2.0	5.9	3.3	3.4
Some hours beyond Associate degree	.6	2.1	1.5	2.1	2.6	3.0	1.3	.8
Three years nursing degree	0	0	.2	0	0	.8	1.3	1.7
Bachelor's degree	6.2	9.6	9.4	6.5	27.5	27.0	24.7	24.1
Master's degree or higher	2.2	1.8	.9	1.8	9.8	7.6	5.0	7.2
Number Responding	321	439	459	444	153	237	239	236
Percentage Baccalaureate degree or higher	8.4	11.4	10.3	8.3	37.3	34.6	29.7	31.3
Percentage Baccalaureate degree or higher among only those 21 or older	13.2	17.7	18.1	14.4	39.9	36.3	31.4	32.4

Establishing a Relationship with Harper

How Student first Heard about Harper	Degree Credit				Continuing Education			
	1979	1980	1981	1982	1979	1980	1981	1982
Parents, friends or relatives	25.4	24.8	30.2	28.1	13.6	17.7	19.1	21.6
Saw the campus or live close to campus	26.2	28.7	32.5	24.2	24.0	35.5	28.7	23.1
High school counselor or teacher	6.9	7.1	4.6	10.6	.7	1.3	1.5	2.6
Can't remember when first heard about Harper	5.3	6.8	5.4	7.2	5.8	4.0	4.1	10.1
Literature at high school	10.2	6.9	8.0	6.8	3.7	3.4	3.5	2.1
Semester schedule received in mail	9.4	9.0	8.1	5.8	18.1	11.6	13.4	21.3
Heard about it through work	3.5	3.5	2.0	4.2	3.4	7.5	2.1	3.7
Materials received from Harper in the mail	2.7	4.0	2.2	3.3	14.3	2.5	11.3	7.3
Inquiries for special program	5.1	2.7	1.9	2.9	6.5	4.5	5.2	1.7
Newspaper articles or advertising	2.9	3.0	1.4	2.5	4.4	7.3	5.4	2.9
Harper area cooperative program	.1	.6	.7	1.2	0	0	0	0
Employment near/at Harper	0	.5	.3	1.0	1.9	.4	.4	.4
Talked to Harper counselor or faculty member	.3	.5	.1	.7	.3	.2	.8	.4
Real estate agent or Welcome Wagon	.4	.1	.9	.5	.7	1.6	1.2	.6
Visit by Harper representative to high school	.4	.5	.9	.4	0	0	0	.4
From other colleges	.6	.8	.2	.4	.7	.4	0	.4
Referendum or tax bill	.3	.5	.2	.2	1.9	1.7	.6	.8
Veterans Administration Counselor	0	0	.2	0	0	0	0	0
Applied for work or work at Harper	0	0	.2	0	0	0	.4	0
Harper open house	0	0	0	0	0	0	.4	.4
Previous enrollment in CE courses	0	0	0	0	0	0	0	0
Senior Citizens Center	0	0	0	0	0	.4	1.5	.1
Van or shopping center display	0	0	0	0	0	0	0	.1
Public Library	0	0	0	0	0	0	.4	0

What or Who most convinced Student to attend Harper	Degree Credit			Continued Education		
	1980	1981	1982	1980	1981	1982
I could get specific program or course	23.9	15.8	18.7	31.2	33.6	31.7
Parents, friends or relatives	10.6	17.2	18.1	11.3	13.3	10.1
It is convenient to get to	27.5	19.2	17.8	15.1	17.9	12.6
It is so inexpensive	11.3	9.3	15.4	2.7	4.2	5.0
No particular reason or my own personal motivation	4.6	8.7	8.1	13.9	3.5	11.7
It is a good place to find direction in your life	3.8	3.4	3.9	1.1	1.5	1.2
Semester schedule received in the mail	3.9	4.2	2.6	13.0	14.3	18.6
It is easy to transfer courses to a four-year college	1.1	2.4	2.4	.4	.4	.4
Literature at work, employer, fellow employees or professional association	3.1	2.8	2.2	3.6	.8	2.2
High school counselor	1.9	1.4	2.2	.4	.8	.4
Economic environment	.6	.4	1.7	.4	0	.2
Material received from Harper in the mail	.7	1.0	1.4	2.0	6.9	2.5
Harper is better than closest community college	1.1	.4	1.3	.4	0	0
A visit to Harper's campus talking to faculty or counselors	.9	.5	1.2	1.3	0	.9
Wanted to use VA benefit	1.7	.4	.8	0	.1	0
Could not get accepted at any other college or was dropped by four-year college	.5	.6	.8	0	0	0
Faculty at another college	.8	.1	.5	0	0	.4
Facilities on the campus impressive	.8	.7	.4	.5	0	.6
Harper area cooperative program	0	0	.2	0	.2	0
Scholarships available	.5	.4	.2	.8	0	0
Newspaper articles or advertisements	0	.2	.1	1.1	1.3	1.1
Literature in the high school	.5	.6	0	.4	.4	.4
Insurance reasons	0	.2	0	0	0	0
Harper's reputation for excellence	0	.1	0	0	.4	0
Worked at Harper	.2	0	0	.4	.4	0

Sources from which greatest help was received in obtaining needed information at Harper	Degree Credit Percent			Continuing Education Percent		
	1980	1981	1982	1980	1981	1982
College catalog or Handbook	15.6	29.4	38.1	19.2	17.8	20.3
College semester schedule	11.4	22.4	32.0	18.3	29.2	7.8
Counselors	11.4	22.4	25.6	4.6	9.3	6.5
Brochures or letters received in the mail	7.1	24.1	24.0	16.9	29.2	25.4
Other students	10.7	21.7	21.8	3.4	7.6	7.8
Found information I needed on my own	8.4	10.7	19.3	4.3	15.7	12.9
Faculty	13.2	18.4	18.8	7.7	14.4	6.9
Admissions Office	4.7	8.6	8.8	3.7	8.1	2.6
Newspaper releases	4.0	10.3	8.4	6.9	12.7	9.9
Posters or Bulletin Board	1.5	5.0	7.3	.6	.8	.9
Relatives or Friends	2.5	5.5	5.7	4.6	2.1	5.6
Other Harper staff	2.2	3.7	3.9	2.6	7.6	1.7
Library	.8	2.6	3.2	.9	0	.4
Employer or fellow workers	1.1	1.5	2.9	2.6	3.4	2.2
Did not receive enough information	3.2	2.6	2.5	.8	2.1	2.6
Business Office	.9	2.0	2.5	.9	1.7	.9
High school counselor	.1	2.4	1.4	0	.4	0
Financial Aid and Veterans Office	.8	.4	1.4	0	.4	.4
Computer terminal	0	.2	1.4	.3	.4	0
Career Development Course or College Survival Class	.4	2.0	.9	1.4	5.9	1.3
Student Newspaper (Harbinger)	0	.4	.5	0	0	0
Counselors at college to which transferred	0	0	.5	0	0	0
Participation in student activities	0	0	.2	0	0	0
Employment at Harper	0	0	.2	0	0	0
Information Booth	0	.2	0	0	0	0
Displays at Shopping Center	0	.2	0	0	0	0
CETA program	0	0	0	0	0	0
Senior Citizens Center	0	0	0	.3	2.1	.9
Woman's Program	0	0	0	0	.8	0
What students plan to do when they leave Harper						
Transfer to another educational institution	34.1	39.0	36.5	7.0	5.7	2.7
Obtain a job	19.9	22.0	17.0	10.8	13.4	8.6
Continue on same job	29.2	14.7	14.9	61.3	34.8	44.8
Continue at Harper to use education for personal development	0	9.7	10.4	1.3	30.5	22.7
Not sure	13.9	7.2	10.3	9.4	5.3	5.2
Obtain a promotion/better job	.7	6.5	8.0	0	2.0	6.1
Become/continue as a homemaker	2.0	.9	1.6	9.8	7.5	7.7
Move out of the area	0	0	.7			
Become Self Employed	0	0	.4	0	0	1.0
Continue to explore options for my life	0	0	.2			
Finish High School	0	0	0	0	0	.8
Retirement	0	0	0	.4	.8	0
Armed Services	.2	0	0	0	0	.4
Number Responding	442	461	446	235	247	240

Principle Purpose in Enrolling at Harper	Degree Credit Percent			Continuing Education Percent		
	1980	1981	1982	1980	1981	1982
Enroll in a specific career program	32.6	34.3	36.2	17.4	10.6	8.9
Enroll in baccalaureate oriented program in order to transfer to a four-year college	31.1	26.7	27.0	4.8	4.7	3.0
Search for a major field of interest	15.1	22.4	16.4	4.1	9.7	5.3
Take courses for general interest	16.3	12.4	13.9	57.6	60.3	67.9
For retraining or refresher purposes	4.9	4.2	6.5	15.2	14.7	14.9
To learn the English language	0	0	0	.9	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	438	449	433	230	236	235
Means of Transportation to Harper						
Drive my own car	83.0	85.1	82.7	88.0	87.8	87.4
Use family car	9.8	10.5	11.3	4.6	5.5	4.6
Car pool	1.7	.8	2.5	2.3	1.3	1.7
Ride with someone else	2.7	2.3	1.8	3.8	3.4	5.9
Take bus	2.0	1.1	1.2	.4	.4	0
Motorcycle	.7	.2	.2	0	.4	0
Company Van	0	0	0	.9	.8	.4
Bicycle	.1	0	.1	0	.4	0
Walk	0	0	0	.9	.8	.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	439	460	445	238	238	238
Preference for Public Transportation or car pool						
Would be interested in bus transportation	24.8	17.7	15.6	15.5	16.9	9.7
Would prefer car pool	9.8	12.5	11.5	10.9	8.4	6.8
Not interested	65.4	70.5	75.6	73.6	75.1	84.0

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

November 1, 1982

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain more information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper serve its community better.

Sincerely,

John A. Lucas

John A. Lucas
Director, Planning and Institutional Research

JAL/sl

Enclosures

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex

_____ Male _____ Female

2. Marital Status Check (✓) one

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow or widower

3. Age Check (✓) one

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full-time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become or continue as a homemaker
_____ F. Don't plan to leave Harper - Plan to continue to use Harper off and on over the years for my own personal development
_____ G. I am not sure
_____ H. Other (specify)_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
_____ B. Native American/American Indian descent
_____ C. Black American/or Afro American descent
_____ D. Chicano/Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry F or J visa
_____ H. Other (specify)_____
_____ I. I prefer not to answer this question

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 - $6,999
_____ C. $7,000 - $8,999
_____ D. $9,000 - $9,999
_____ E. $10,000 - $11,999
_____ F. $12,000 - $14,999
_____ G. $15,000 - $19,999
_____ H. $20,000 - $24,999
_____ I. $25,000 - $29,999
_____ J. $30,000 - $34,999
_____ K. $35,000 - $39,999
_____ L. $40,000 - $49,999
_____ M. $50,000 - $59,999
_____ N. $60,000 - $69,999
_____ O. $70,000 and over

8. Transportation Check (✓) your primary mode

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take bus
_____ H. Walk

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) all which apply.

_____ A. I would be interested in bus transportation.
_____ B. I would prefer to be in a car pool.
_____ C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree - community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. Ph.D. or Ed.D - doctorate

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____ A. English
_____ B. Spanish
_____ C. An American Indian Language
_____ D. German
_____ E. Italian
_____ F. Polish
_____ G. Ukrainian
_____ H. French
_____ I. Greek
_____ J. Japanese
_____ K. Chinese
_____ L. Vietnamese, Cambodian, Thai, or Laotian
_____ M. Korean
_____ N. Hindu
_____ O. Filipino
_____ P. A Scandanavia Language
_____ Q. Persian-Turkish
_____ R. Hungarian
_____ S. Other (specify)
_____
_____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents
_____ B. No - live with parents
_____ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 to $8,999
_____ C. $9,000 to $12,999
_____ D. $13,000 to $16,999
_____ E. $17,000 to $20,999
_____ F. $21,000 to $24,999
_____ G. $25,000 to $29,999
_____ H. $30,000 to $34,999
_____ I. $35,000 to $39,999
_____ J. $40,000 to $49,999
_____ K. $50,000 to $59,999
_____ L. $60,000 to $69,999
_____ M. $70,000 and over

III. ESTABLISHING A RELATIONSHIP WITH HARPER

1. How did you first hear about Harper? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Can't remember when I first heard about Harper
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I work
_____ L. Talked to Harper counselor or faculty
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper had it
_____ P. Brochures or letters received from Harper in mail
_____ Q. Senior Citizen Center
_____ R. Employed near Harper
_____ S. Saw or toured Harper van
_____ T. Saw or visited display at shopping center
_____ U. Harper Open House
_____ V. Heard about Harper at college I attended before
_____ W. Referendum or tax bill
_____ X. Other (specify)_____

_____

2. What or who most convinced you to first attend Harper? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received from Harper in the mail
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact that I could get the specific program or course(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received from Harper in mail
_____ O. I found it was easy to transfer courses to a four year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper is better than closest community college
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper
_____ V. The economy and the availability of jobs
_____ W. Couldn't get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper
_____ Y. Other (specify)_____

IV. GOALS AT HARPER

1. Which of the following best indicates why you enrolled at Harper? Check (✓) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field)_____
_____ B. To enroll in a specific career program (specify)_____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes

2. _____ Full-time student (12 hrs. or more) _____ Part-time student

3. When are you enrolled? Check (✓) one.

_____ A. All courses are in day - 7 AM to 5 PM
_____ B. All courses are in evening - 5 PM to 11 PM
_____ C. All courses on weekends
_____ D. A mixture of times - (give number of hours in each time period)
_____ credit hours in day
_____ credit hours in evening
_____ credit hours on weekend

4. Where are you enrolled? Check (✓) one.

_____ A. All courses on main campus in Palatine
_____ B. All courses at Barrington High School
_____ C. All courses at Schaumburg High School
_____ D. All courses at Hawthorne School
_____ E. All courses at another off-campus location
_____ F. A mixture of locations - (give number of hours at each location)
_____ credit hours main campus
_____ credit hours Barrington High School
_____ credit hours Schaumburg High School
_____ credit hours Hawthorne School
_____ credit hours other locations

5. Please indicate how long you presently plan on attending Harper College? Check (✓) one.

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

6. Which of the following statements applies to you? Check (✓) one.

_____ A. I have a definite major field which has remained unchanged since entering Harper.
_____ B. I have changed fields since entering Harper.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one presently.
_____ E. I am searching for a field.
_____ F. I am a transfer student and am entering a different curriculum at Harper.
_____ G. I have a bachelor's degree or higher and am starting a new program at Harper.

7. Highest degree planned. Check (✓) one.

_____ A. None - no degree
_____ B. Associate - community college degree
_____ C. Bachelor's (B.A. or B.S.)
_____ D. Master's (M.A. or M.S.)
_____ E. Ph.D or Ed.D

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty
_____ B. Other Harper staff
_____ C. Counselors at Harper
_____ D. Brochures
_____ E. College catalogue
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or friends
_____ M. Posters or bulletin board
_____ N. High School counselor
_____ O. Career development courses or college survival course
_____ P. Senior Citizen Center
_____ Q. Didn't receive enough information
_____ R. Business office
_____ S. Financial Aids Office
_____ T. Computer terminal
_____ U. Learning Resources Center (Library)
_____ V. Other (specify)_____

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

OCT 28 1983